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ABSTRACT

The guidelines presented here are designed to assist school personnel in developing, administering, and evaluating school athletic programs in California. Topics include: (1) the basic philosophy for school athletic programs; (2) procedures for evaluating school athletic programs; (3) the three-phase school athletic program; (4) resources to support school athletic programs; (5) responsibilities of school athletic program personnel and participants; (6) safety in school athletic programs; (7) communication with students, parents, and community; and (8) governance of school athletic programs. Appendixes provide an athletic director's checklist, a questionnaire on school athletics, a department of education position statement on the governance of interscholastic athletic programs, a sample athlete's eligibility card, and state and federal regulations pertaining to school athletic programs. The athletic programs under consideration include interscholastic, intramural, and sports club programs. (DS)

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State Guidelines for School Athletic Programs

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CALIFORNIA STATE DEPARTMENT OF EDUCATION
Wilson Riles—Superintendent of Public Instruction
Sacramento, 1978

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Foreword

When I was the young teaching principal of a very small elementary school in Flagstaff, Arizona, I discovered that not one black student had ever graduated from the local high school. Each of these students left the eighth grade of our elementary school, went to high school, and dropped out soon afterward. Knowing from my own experiences that ignorance blocks the way to freedom of choice—to the opportunities that should be open to everyone in a free society—I became determined to help these black children feel the joy of wearing a cap and gown at a high school graduation ceremony.

I began my efforts by telling the students under my direction that they could improve their lives by staying in school and learning as much as they could. However, it did not take me long to find out that my telling them was not enough. That bright and beautiful future I spoke of was too far away to be meaningful. I knew I had to create some type of "now" motivation if I expected them to view school as an avenue to success. I had to find a model for them to follow—someone they could relate to.

In my search for a key to motivating these young people, I met with the high school coach and discussed my concerns with him. He was a very sensitive and understanding person, and he told me, "Let's see what we can do through athletics." He told me to identify some boys in my school, to work with them, and to let him know who they were so that he could give them some special help.

I learned a lot when I worked with that coach. I learned to value athletics as more than a physical fitness program. Under the guiding hand of that coach who cared, those young black students became more alert, resourceful, and self-confident than they had ever been before. They learned the importance of cooperating with others, developing good health habits and self-control, and of following the rules of the game. They learned to respect the skills of others, regardless of their color or beliefs or physical features. I watched them win without boasting, while at the same time being proud of their accomplishments. I also watched them lose without making excuses, yet learning from their mistakes.

I will never forget one of those students—Garland Neal. I talked to him about education, and I worked with him, and I encouraged him; and the coach at the high school gave him direction and helped him develop into a fine athlete. In fact, he became the all-state fullback from Flagstaff High School. But it wasn't just Garland Neal's accomplishments that I remember. The other students saw that Garland had worked hard and "made it," and I heard them say, "If he can do it, we can do it." Good models are so vitally important!

Of course, Garland Neal would not have "made it" if he had not had the help of a coach who was more concerned about Garland than he was about "winning a game"—who was as concerned about Garland's academic achievement and personal development as he was about his physical feats.

We know that much can be achieved for our students through athletics, especially if our coaches remember, as this publication points out, that the purpose of athletics is to promote the physical, mental, social, and emotional well being of individuals. However, if our coaches—and the players and spectators, too—allow athletics to be dominated by the importance of winning at any cost, then athletics will do more harm than good.

This publication, *State Guidelines for School Athletic Programs*, was prepared to help school persons develop educationally sound athletic programs for the young people of California. Hopefully, the document will establish the foundation upon which all of the sports club, intramural, and interscholastic athletic programs in our schools are based.

I thank all of you who worked so cooperatively with Larry Harrington and John Klumb of our Department in developing this document. We may never know how many young people were helped because you gave of your time and talents to this task; however, if you have helped one Garland Neal reach a little higher or be happier that he tried, that will have made the whole effort worthwhile.

Superintendent of Public Instruction

Preface

The need for state guidelines for school athletic programs becomes more apparent each year. Sports programs for students play a vital role in society, and interest in providing more competitive sports for students—especially for females—is greater than ever.

The Department of Education has, by state mandate, the responsibility to ensure that the welfare of students is the primary priority in such competitive activities. Through this publication the Department has attempted to indicate the types of athletic programs that are educationally sound. These guidelines can assist schools in developing and administering athletic programs that are appropriate for students of all skill levels.

It is hoped that this guide will result in the development of local school athletic policies based on suggested standards and that it will prove useful to those who have the responsibility for administering these important educational programs.

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1

The Basic Philosophy for School Athletic Programs

These guidelines are designed to assist school personnel in developing, administering, and evaluating school athletic programs. The term *athletic program* as used herein is defined as that phase of the school's educational program in which students engage in organized competitive sports. Included in the definition are interscholastic, intramural, and sports club programs that are conducted under skilled leadership.

This chapter includes discussions of the values that a good school athletic program should promote and the overall purposes of such a program in relationship to the participants, the student body, the school staff, and the community.

Basic Program Values

In association with other school programs, school athletic programs help to foster the development of mind and body together and an awareness of the importance of both to the development and success of the whole person. Athletic activities stimulate harmony and understanding among people, regardless of sex, race, creed, color, culture, national origin, handicapping condition, ability, and the like.

Values for Student Participants

Participation in an athletic program can provide many benefits for students. The development and improvement of skills in sports and sports-related areas are the most obvious, but certainly not the only, benefits to be gained. Participation in athletics offers the opportunity for personal as well as physical development.

Specifically, participation in athletics can (1) increase students' awareness of the condition and development of their bodies; (2) improve their physical fitness; (3) provide a means of self-expression; (4) provide them with an opportunity for success in accordance with their own chosen goals; (5) give them an opportunity to gain recognition; (6) provide an opportunity for peer approval and increased self-esteem; (7) develop a sense of self-understanding in connection with their athletic ability; (8) nurture in them a sense of group participation and cooperation; (9) develop their self-discipline; (10) increase their ability to

cope with stress; (11) nurture a spirit of good sportsmanship; and (12) develop their respect and tolerance for the abilities and opinions of others. Athletic programs should also foster in participants the desire to give their maximum effort in an atmosphere of fun and healthy social relationships. Finally, athletic programs should provide to individuals with handicaps the opportunity to experience the benefits of participation.

Values for the Student Body

Athletic programs can serve as a major unifying force within the student body by fostering a sense of school spirit and identification and by helping to maintain an atmosphere that enhances the educational process. In addition, they enable each student to become more aware of athletic opportunities and the role of the spectator. Finally, athletic programs provide an outlet for the physical energies of spectators and thereby help to maintain order in the administration of the total school.

Values for the Community

In relation to the community, school athletic programs can serve many purposes. They provide wholesome leisure-time activities for community members as spectators, and they help to develop community interest in sports and an awareness of the benefits of a lifelong physical fitness maintenance program. Athletic programs stimulate community interest and involvement in, and support for, the entire school program and help to educate the community about the educational and social values of sports. In addition, they provide for increased career awareness about sports-related jobs such as those performed by trainers, officials, media commentators, coaches, and custodians concerned with field preparation and maintenance. Finally, athletic programs can help people to understand and appreciate the skills that are required of participants and the knowledge and work that are required of coaches at the various levels of competition.

2

Procedures for Evaluating School Athletic Programs

This chapter contains guidelines for the evaluation of school athletic programs, especially in relationship to policymaking, program improvement, and the efficient use of resources.

Evaluation should generally focus on how well athletic programs serve the constituents of the school and fulfill the intentions of policymakers. The overall standard to be employed in evaluation is whether the program as implemented meets the criteria described in Chapter 1. For example, does the program offer equal opportunity for participation to both girls and boys?

To be useful, the evaluation must (1) address issues that are of genuine concern to those involved with and responsible for the programs; and (2) be based on valid data. To provide for the best evaluation process possible, schools should follow well-designed standard procedures.

The evaluation cycle involves six major segments: (1) determination of the type of evaluation to be conducted; (2) identification of program problem areas; (3) development of an evaluation instrument; (4) data collection; (5) data analysis; and (6) program modification and review.

Determination of the Type of Evaluation

Initially, a decision should be made concerning the level(s) at which the evaluation is to be made. For example, evaluation of a specific activity (such as a field day), a specific sport, a particular phase of the program, or the total program may be deemed necessary.

Whether a formal or an informal evaluation process is to be used will depend in large part on the purpose of the evaluation. An evaluation related to litigation—for example, a review of safety precautions as part of an insurance claim—would involve a formal process and would require a great deal of documentation. On the other hand, an evaluation by the members of the coaching staff of a particular sport to measure the success of their program during the past season could be conducted on an informal basis.

The frequency of evaluations is another decision that has to be made before the actual process begins. Possibilities include an end-of-the-season evaluation relating to that season; an end-of-the-year evaluation of all program phases and the administration of the total program; and evaluations as required in connection with specific school or community concerns (for example, whether school facilities are made available for community activities.)

Identification of Program Problem Areas

Describing the program to be evaluated and identifying the problem areas are by far the most critical parts of the evaluation procedure. If the program to be evaluated is a large one, the management function may be separated from that of policymaking for evaluation purposes. Problem areas may be as general as whether the athletic activities are in harmony with the objectives of the total educational program or whether participation

of all students, regardless of sex, is encouraged. Problem areas may be as specific as whether safety and health standards have been met at all games and practices and whether adequate medical and emergency care is readily available. Defining the problems at the particular level chosen for review is crucial to the remaining steps of the evaluation process.

Development of an Evaluation Instrument

The development of an evaluation instrument should involve students; staff members, including coaches, club sponsors, and athletic directors; and administrators at all levels, including assistant superintendents and principals. All have a particular and valuable perspective on the strengths and weaknesses of the program and the problems they may have observed.

Input from those closest to the daily operation of the program is essential in determining evaluation issues. An evaluation might focus on the extent to which the program for a particular sport provides for conditioning, is conducted to take advantage of the best weather conditions, is conducted in accordance with state regulations, and has appropriate facilities and competitive schedules. A further issue might be whether the number of games scheduled is consistent with sound educational philosophy. Following the identification of concerns within each problem area, instruments can be designed to measure the success (or failure) of the school in addressing those concerns.

Data Collection

In the designing of procedures for collecting data, one of the first decisions to be made is who should perform the evaluation. The types and sources of data to be considered in the evaluation should also be determined as soon as possible. Some of the possible data types and sources are local, statewide, or national statistics; personal observations; surveys of students, staff, administrators, and the public; public and press comments; information gathered during visitations by evaluation teams from the school, league, district, California Interscholastic Federation (CIF), State Department of Education, Western Association of Schools and Colleges (WASC), or other third parties; and technical publications.

Determining the method by which the data will be collected is the next step in the evaluation procedure. It is especially important in this area that evaluators not necessarily equate a good school athletic program with a championship season or a poor program with a season marked by numerous losses. Program elements such as safety measures utilized or equal opportunity for all students to participate should be valued highly, regardless of the record of wins and losses.

Data Analysis

Once the data are collected, they must be interpreted. A determination must be made as to whether the data indicate that a problem does exist in the area designated for review and, if so, exactly what the problem is. For example, if a problem seemed to exist in the area of student or community interest in the athletic program, interpretation of the data might reveal that the problem is the result of ineffective communication about athletic events, poor scheduling of games, ticket prices, or lack of opportunity for the less skilled students.

Whenever possible, the data should be collected, or at least verified, by parties with no vested interests in the outcome of the evaluation. This is particularly crucial with regard to formal evaluations that will be used to support a point of view in policymaking; for example, in budget negotiations and in efforts to expand or drop particular programs. Those with a stake in keeping or dropping the activity cannot be relied upon for an objective review.

Program Modification and Review

The data that are collected and interpreted must be used to improve the program or solve the particular problem that has been identified. Special attention must be given to ensuring that the data are provided to those in the best position to improve the program or solve a particular problem. For example, data pertaining to the allocation of money are probably most effectively directed at the building principal or athletic director(s).

Finally, the evaluation itself should be thoroughly critiqued. Such a review should be used to revise techniques that failed or required more effort than was warranted in the evaluation. The result should be an improved plan for use in the next evaluation cycle.

The evaluation process should be flexible and tailored to the specific issues of immediate concern. Not all input and data sources are applicable to all evaluations. School personnel may wish to utilize the school athletic program questionnaire in Appendix B as an aid for evaluation.

3
The Three-Phase School Athletic Program

The school athletic program should give each student experiences that fulfill her or his needs and interests for physical activity, regardless of sex, race, ability, and so forth. These experiences should include instruction that will meet the total educational goals of the school and that is related to meaningful, rewarding, and satisfying values. The program should provide for participation by the maximum number of students, varied experiences reflecting student needs and community interests, and opportunities for students to develop skills and interests in leisure-time sports activities in which they can participate for most of their lifetime.

This chapter contains definitions of the three phases of a school athletic program and questions necessary to evaluate the goals and organization of the entire program.

Definitions of the Program Phases

The school athletic program should be designed to offer learning experiences at three major levels of competition: (1) the interscholastic level; (2) the intramural level; and (3) the sports club level. Each should be given proper attention in terms of school budgeting and facilities planning, scheduling, and usage.

The Interscholastic Athletic Program

The interscholastic athletic program involves officially sanctioned organized competition between school teams coached by specialists who provide, on a regularly scheduled basis, extensive training in a particular sport. This program may be developed as an extension of the physical education and intramural programs. All students interested in refining their physical abilities in a given sport should be permitted to try out for a position on a team. The program should include regular practice sessions and a competitive game schedule for each season or sport. Each season or sport is limited to a specified number of weeks, and each generally culminates in scheduled playoffs of some type. Such a program provides a unique opportunity for student athletes to perform before spectators.

The Intramural Program

The intramural program is a coordinated program activity providing open competition for *all* interested students within a given school. The intramural program may be developed to complement the physical education program or to function as an activity within that program. Participation in the intramural program should be open to students of all levels of ability and skill. A qualified activity sponsor should be designated to organize the program, supervise implementation of planned activities, and recruit and direct qualified support personnel.

The Sports Club Program

The sports club program may be organized to provide for individual or group participation in sports or activities not traditionally offered in the intramural or interscholastic programs. Such sports and activities include surfing, sailing, drill teams, karate, and synchronized swimming. The sports club program may be developed in connection and cooperation with unique community or environmental resources. Participation may be affected by the nature of the activity (for example, sailing is dependent upon weather conditions). Scheduling should be determined on the basis of student interest. Sponsors may be school *or* community personnel; in any case a concentrated effort should be made to involve community experts.

School Athletic Program Goals

Each school that offers and evaluates a comprehensive three-phase athletic program should be able to answer affirmatively the following questions with regard to program goals:

1. Has the opportunity to participate been provided for the maximum number of students, regardless of sex, race, ability, and so forth?
2. Have student interests, availability of competition, and inherent values of the activities been considered?
3. Has the selection of activities been based on equitable use of available facilities by both female and male participants?
4. Have qualified personnel from the school and community been recruited and utilized to sponsor appropriate program activities?
5. Has a qualified person been assigned to supervise all three phases of the program?

Program Organization

The organization and evaluation of the three-phase school athletic program are likely to be more successful if the following questions are asked by and of community resource persons and other community members, students, and faculty:

1. What is the best approach to ensure maximum utilization of all appropriate school facilities?
2. Are community resources being explored and fully utilized?
3. Is a concerted effort being made to involve all students and the community in the *planning* of the programs?
4. Are activities scheduled to meet the expressed needs of the participants?
5. Are ongoing attempts made to avoid conflicts?
6. Do the budget systems provide adequate, equitable, and reasonable support and allocations in terms of student participation and interest?
7. Are methods to obtain additional funding being pursued?

4

Resources to Support School Athletic Programs

The resources available to each school district to support the athletic program are varied and many. They include revenue; personnel; facilities; transportation; various community organizations; and local, state, and national support agencies.

This chapter deals with the identification and effective utilization of resources. The athletic program planning effort must include careful consideration of needs for all program phases, establishment of priorities, and allocation of resources. The following should be addressed during planning:

1. The district's philosophy of athletics or the formulation of such a philosophy
2. Measures and means to ensure the health and safety of athletic program participants
3. Determination of the capabilities of available personnel for program administration and operation
4. Establishment of fiscal limitations for support of the athletic program
5. Effective coordination in the use of all existing school facilities by athletic program personnel
6. Provision for utilization of community facilities and resources
7. Assistance from local, state and national support agencies

Budget Development

A budget in which priorities, expense categories, and expenses are indicated should be developed in conjunction with the search for revenue sources.

To prepare an accurate budget of athletic expenses, each school district should do the following:

1. Establish a philosophy of athletics based on the needs, interests, and abilities of its students. If such a philosophy has already been established, it should be reviewed.
2. Conduct a yearly survey of student needs related to the three-phase athletic program.
3. Determine priorities for allocating district funds.
4. Identify the athletic program that the district is able to support in relation to its established priorities and identified student needs.
5. Determine the essential elements of the district's athletic program.
6. Itemize the costs of the district's athletic program.
7. Ensure that the adopted athletic program is in compliance with federal, state, and local laws, regulations, and codes.

The budget that is developed must include potential and fixed expenses. The school district is responsible for planning for all expenses. Schools should analyze budgetary needs and submit a list of such needs to the district office. All expenses expected to be incurred in connection with athletic activities should be identified. Expense categories include:

1. Services—coaches' salaries, game officials' fees, contest management costs, and school facility expenses

2. Equipment, supplies, and maintenance and repair of equipment
3. Transportation–including annual costs for insurance coverage
4. Operational expenses–California Interscholastic Federation (CIF) section dues, insurance premiums, entry fees, league dues, and non-school facility fees
5. Training and first-aid supplies

Revenue Sources

Funding to meet the expenses described above should be provided by the district, school, students, and community as follows:

1. Essential items and services should be paid for by the district. These include legal advice and assistance; CIF dues and entry fees and the purchase of CIF rule books; items necessary for safety and health precautions (for example, protective equipment and first-aid and training supplies); facilities, including acquisition and maintenance; game management services (custodial services, security, maintenance, and so forth); personnel; and equipment.
2. Support items and services should be paid for by the district and school. These include practice equipment; instructional aids and supplies; and professional growth workshops, clinics, conferences, seminars, education courses, and the like.
3. The costs of supplemental items and services should be covered by means of income generated at the school and community levels (for example, from special projects, gate receipts, and donations). Supplemental items and services include or involve supplemental game management (personnel, equipment, and the like); awards; audiovisual equipment and supplies; scouting; some transportation; and spirit groups.

Revenue may be obtained in the following ways:

1. A financial commitment by the district–The school district should make a financial commitment to provide for essential requirements of the three-phase athletic program.
2. Gate receipts–Gate receipts are a supplementary method of financing the athletic program. Revenue from gate receipts should be ensured through administrative commitments and promotion consistent with the district's athletic philosophy. The school should establish criteria for the distribution of gate receipts among the components of the athletic program.
3. Student and community fund-raising activities–Students and the community may contribute funding for supplementary items and services through fund-raising activities, including the sale of refreshments, student body cards, and programs; dances; dinners; carnivals; and car washes.
4. Federal and state grants–Districts should monitor federal and state legislation pertaining to school athletic programs and investigate grants available through federal or state programs to meet the special needs of individual schools.
5. Community service tax revenues–Districts may use community service tax revenues for specific outlays for recreation. (See Education Code sections 42200, 40040–40057, and 10900–10915.)
7. Use of community resources–Districts should explore means to utilize community resources for little or no charge. Such use can "generate" revenue in the form of dollar savings for the district.
6. Rental of district athletic facilities–Districts may generate revenue through rental of existing athletic facilities.

Human Resources

Several key personnel resources may be utilized to support the three-phase athletic program. These include students, certificated personnel, and classified personnel and paraprofessionals.

Student Resources

Student resources are limited only by the imagination of the staff. In addition to being direct participants, students may serve as team or club managers; members of spirit squads (for example, pep and marching bands); journalists; photographers; audiovisual workers; concession stand operators; officials; and representatives to school, league, section, state, and national committees.

Certificated Personnel

Certificated personnel may serve as coaches, club sponsors, trainers, event managers, game officials, and athletic program coordinators and directors. Certificated personnel with athletic backgrounds may be found on each school's faculty, in other district schools, on the district's substitute

list, in the district office, at nearby colleges and universities, in community agencies, and in the community at large.

Classified Personnel and Paraprofessionals

Classified personnel and paraprofessionals may be found at the school site and in the community. They may serve as assistant coaches, supervisors, game officials, game managers, secretaries, drivers, custodians, and groundskeepers.

Athletic Facilities

Representatives of the school, representatives of private organizations, and community officials should coordinate their efforts in the acquisition of new space for athletics and the scheduling of activities at existing facilities.

Existing facilities represent only a portion of those that can be used to meet the needs of students in the instructional program. Most schools have at least some of the following: playing fields and courts, a gymnasium, an aquatic center, a stadium, and special exercise rooms. Facilities belonging to community agencies such as parks and recreation departments, facilities of governmental entities, private swim and tennis clubs, and other private facilities may also, with proper scheduling, be utilized for school athletics.

Priority for facility use and the scheduling of facilities are of extreme importance in the conduct of the three-phase athletic program. Attention must be given to providing for equality between sexes in facility use and for equality of use for various sports needing the same facilities during the same sport season.

An overall master schedule of the use of school facilities is a necessity if the many demands are to be met. This often means a facility use schedule for seven days a week and for 15 or 16 hours per day.

A rotating schedule of interscholastic team practice is one method of facility use scheduling that results in all teams, including both girls' and boys', getting fair treatment. High-use facilities (gyms, pools, courts, and so forth) are scheduled for use by a given team during available two-hour blocks of time; for example, 6–8 a.m., 2–4 p.m., 4–6 p.m., 6–8 p.m., and 8–10 p.m. Teams rotate on a regular basis with respect to the time that they use a given facility. The result is that all teams have an opportunity for the desirable 2–4 p.m. time, but they must practice during the 6–8 a.m. time block also.

With additional sports being added to school programs, and increases in the number of squads per sport, facilities have become more and more critical. Staff cooperation and a dedication to the welfare of student participants must be the watchword. A school facility use policy must be developed and adhered to if successful athletic programs are to be maintained. In addition, community facilities that can be used to supplement the school-site facilities must be sought out and utilized wherever feasible.

Transportation

Each school should have a written policy regarding the transportation of all athletic teams. The policy should address the three most common methods utilized: (1) district-owned vehicles; (2) chartered or public bonded carriers; and (3) private vehicles driven by adults with school approval.

Transporting students for athletic competition also involves the manner in which students will represent their school. Such things as courtesy, the care of school and personal athletic equipment, and dress may all be provided for under school rules and regulations.

Schools are urged to give appropriate attention to the matter of transportation. Because of financial pressures, schools often "soften" their transportation policy. This practice should be discouraged.

Community Organizations

Community organizations that can serve as resources for school athletic programs include community service organizations, booster clubs, public agencies, officials associations, and colleges and universities.

Community service organizations may conduct fund-raising activities and sponsor particular activities or events. Of special importance is the role they can play in communicating the goals and actions of the athletic programs to the public.

The main athletics-related function of booster-type clubs (parent backers, quarterback clubs, fathers clubs, and the like) is to help the various athletic programs in ways approved by the school. While community service groups contribute on an "as needed" basis, booster clubs are generally unofficial units of the organizational structure of the athletic programs. They may consist of parents, former athletes who are alumni of the school, and community members. Like the community service groups, they may be concerned with improving the lines of communication between the public school and the community and may act as liaison groups between the school and the parents. Each school

should develop a written policy as to the role of the booster club.

Public agencies, such as parks and recreation departments and other municipal departments, and many private voluntary agencies and organizations are excellent resources that can provide a wide variety of facilities, services, programs, equipment, supervision, and leadership.

Colleges and universities provide professional growth opportunities through their course offerings and their participation in inservice training programs, workshops, and other related activities. In addition, they are a source of facilities and personnel to assist with coaching and game management.

Support Agencies

Numerous agencies throughout the state and nation provide support for three-phase school athletic programs. Leagues, sections, the California Interscholastic Federation, professional athletic associations (California Athletic Directors Association [CADA]; California Association for Health, Physical Education, and Recreation [CAHPER]; Association of California School Administrators [ACSA]; California Women Coaches Academy [CWCA]; Girls and Women in Sport [GWS]; California Coaches Association [CCA]; and American Alliance for Health, Physical Education, and Recreation [AAHPER]), and the State Department of Education support school athletic programs by:

1. Providing bylaws, rules, and policies for all athletic programs
2. Providing guidelines for athletic practices and procedures under their jurisdiction
3. Initiating and distributing pertinent research data and resource lists
4. Providing information about the channels available for expressing grievances and philosophical concerns
5. Providing current legal and legislative material
6. Assisting school districts and schools, upon request, to establish and upgrade their athletic programs

5

Responsibilities of School Athletic Program Personnel and Participants

To provide a proper and continuing program of athletics and to contribute effectively to the general preparation of students, those persons directly involved in the operation of school athletic programs ideally should have a basic liberal arts education and a background in athletics; health; and such related areas as counseling and guidance, finance, and public relations. Such persons include the principal, athletic director, director of activities, coaches, and sports club sponsors.

Professional associations have been and continue to be the principal sources for the exchange of views and information within a particular profession; for the establishment of standards in accordance with the collective judgment of the membership; for cooperation among local, county, state, and national authorities; and, in general, for the promotion of the interests and welfare of the professions they represent. Through professional and local, state, and national organizations, individuals involved in school athletic programs should continue to undertake studies by attending clinics and inservice training dealing with basic problems and controversial issues.

The personal qualities that should characterize the principal, director of athletics, director of activities, coaches, and club sponsors are those that contribute to a wholesome total school environment. They include an inspiring personality; emotional stability and self-control, particularly during stressful competition; and the ability to plan and organize for steady progress toward achievement in sports.

The following sections contain (1) descriptions of the recommended responsibilities of school district governing boards, district superintendents, principals, directors of athletics and directors of activities, coaches and club sponsors, trainers, students, and officials organizations; and (2) a discussion of the general ethical responsibilities of school athletic program personnel.

Responsibilities of the School District Governing Board

The school district governing board should be responsible for approving the district's philosophy for athletic competition in the three-phase program. The board should also assume all general responsibilities for the approval of policies for these programs. More specifically, the governing board has the responsibility to do the following:

1. Allocate funds for the operation of the three-phase school athletic program as an integral part of the total educational program.
2. Authorize the district superintendent to supervise the organization and operation of the three-phase school athletic program in accordance with the board's policies.
3. Provide adequate funds, qualified personnel, facilities, equipment, and transportation.

4. Implement laws and regulations relevant to quality and equity in the three-phase school athletic program.

Responsibilities of the District Superintendent

The district superintendent must impress upon the community the fact that athletics are an important component of the educational program. She or he should have a definite understanding with principals, athletic directors, coaches, and the like concerning the district's athletic program philosophy and the provision of support for implementation of related policies. Specifically, the superintendent should do the following:

1. Assume overall responsibility for the development of policies pertaining to the organization and conduct of interscholastic, intramural, and sports club programs.
2. Communicate the policies of the governing board to the students and community, and inform the board and community about the activities of the three-phase program.
3. Ensure that the athletic program is conducted in accordance with the governing board's philosophy.
4. Ensure the necessary administrative support (for example, through the district coordinator of athletics and the building principals) to conduct the three-phase program.

Responsibilities of the Principal

The principal implements the policies and procedures set forth by the governing board of the district and the superintendent. The principal is responsible for ensuring that all school-site personnel concerned with the three-phase program understand their responsibilities. Specifically, the principal should do the following:

1. Assume the responsibility for all athletic programs of the school.
2. Communicate and interpret the policies of the governing board to faculty, students, and the community.
3. Certify the eligibility of all athletes in accordance with provisions of the school, the district, and the California Interscholastic Federation.
4. Recruit and assign certificated staff for athletic programs, and evaluate their performance in those programs.
5. Supervise the athletic director(s), director of activities, coaches, sponsors, and so forth.
6. Approve all interscholastic athletic contracts.
7. Provide for the supervision of all home and away-from-home athletic activities.
8. Supervise the athletic department staff when organizing and implementing an athletic program consistent with the objectives and needs of the total educational program.
9. Represent the school at league, section, and state meetings relevant to the three-phase program.
10. Regularly assess the three-phase program, and report the results of such assessment to the superintendent.
11. Plan and implement the school budget, and appoint persons to be responsible for the financial aspects of the three-phase program.
12. Establish effective lines of communication among students, staff, and the administration.

Responsibilities of the Director of Athletics or Director of Activities

The role of the director(s) of athletics or director of activities should be of an administrative rather than a coaching nature. The general duties of the director(s) of athletics involve scheduling and budgeting for all school athletic activities; assisting with supervision; evaluating and purchasing equipment; and securing necessary housing, meals, transportation, and game personnel. More specifically, the athletic director(s), and in some cases the activities director, should do the following:

1. Work with staff to formulate written policies and procedures.
2. Confer with the staff in reviewing and evaluating the program.
3. Act as a resource person in the development of specifications for planning and construction of facilities so that they meet the needs of the three-phase program.
4. Encourage professional development and advancement of those working in the athletic programs.
5. Keep current on laws, rules, and regulations affecting the three-phase program.

Athletic directors' management responsibilities with respect to contests include a variety of specific duties. Appendix A is a suggested checklist that athletic directors could use as a reference

or that they could modify to meet their particular needs.

Responsibilities of Coaches and Sponsors

Coaches and club sponsors generally implement the administrative policies and rules set forth by the governing board, superintendent, principal, and athletic director(s). They also have leadership responsibilities related to various aspects of community relations. Specifically, the coach or club sponsor should:

1. Ensure compliance with national, state, section, and league regulations and rules pertaining to the particular sport.
2. Teach game rules.
3. Teach the necessary skills to students, and provide them with necessary knowledge.
4. Assist in the prevention and care of injuries.
5. Assist the athletic director(s) in making up schedules, and bear the responsibility for following them.
6. Exercise effective leadership.
7. Participate in the evaluation of game officials in accordance with established procedures.
8. Participate in the development of the athletic budget.
9. Follow ethical practices.
10. Maintain with student participants a relationship based on mutual respect and trust.
11. Provide open lines of communication with the student body, faculty, and administration.
12. Assume responsibility for the care of facilities before, during, and after practices, contests, or activities and for the security of facilities after practices, contests, or activities.
13. Assume responsibility for the care and inventory of equipment.
14. Verify the eligibility of participants in accordance with school, league, or section regulations.
15. Relay pertinent information to players through formal announcements.
16. Provide awards lists, and maintain records of participation.
17. Take responsibility for the safety and welfare of the individuals under her or his care.
18. Verify medical examinations of the individuals under her or his care.
19. Ensure the opportunity for student input about all levels and aspects of the program.
20. Act as a liaison person between the school and parents, civic organizations, and the news media. Coaches and sponsors should keep the lines of communications open to parents, informing them of injuries, inviting them to activities, and advising them of achievements in the program. Coaches and club sponsors should encourage booster support by advising civic organizations of the function and value of the program and making members feel a part of the school activities. They should maintain good relations with sportswriters and radio and television personnel by providing them with accurate information.

Responsibilities of the Trainer

The trainer generally organizes and conducts a comprehensive program in the prevention and care of athletic injuries under the supervision of a physician. Athletic trainers authorized to practice in California may include faculty and staff members who are certified by the National Trainers Association or who have interest and qualifying experience in the care and prevention of athletic injuries; students working under the direct supervision of a registered physical therapist; and registered physical therapists. Specifically, the trainer should:

1. Promote the prevention of injuries by all available means, including conditioning, exercise, protective equipment, taping, and training techniques.
2. Assist in implementing the coaches' physical conditioning program.
3. Administer appropriate emergency care to the injured.
4. Recommend nutritional controls.
5. Administer physical therapy and rehabilitation activities, and take responsibility for the rehabilitation of injured athletes under the supervision of a physician.
6. Assist with the fitting of protective playing equipment in all sports.

Students' Responsibilities

The responsibility of the players to exhibit good sportsmanship is most important; and it is shared by the band, drill team, and spirit groups. Because the players are generally admired by their peers, they exert a great deal of influence over the

behavior of the spectators. In turn, the quality of sportsmanship demonstrated by student spectators affects the reputation of their school and community.

Specifically, student participants are responsible to do the following:

1. Treat opponents with the respect due them as guests or hosts.
2. Exercise self-control at all times, accepting and respecting the officials' judgments and interpretations of the rules (only the captain should communicate with officials regarding the clarification of a ruling).
3. Exhibit desirable behavior.

Student spectators have the specific responsibilities to:

1. Give encouragement to injured players, and recognize outstanding performances for either team.
2. Serve as good hosts to those from the visiting school.
3. Hold a series of well-planned pep meetings, recognizing that the reputation of the school and community depends largely upon their behavior.

Responsibilities of Officials Organizations

The major functions of sports officials are to administer the rules fairly and control the game. In the manner of players and coaches, officials should be challenged to examine and improve the quality of their performance. The officiating organizations that provide services to school athletic programs should maintain a flexible program designed to do the following:

1. Provide instruction in game rules and game mechanics.
2. Expose members to the psychology of effective officiating (for example, the need for positive and clear verbal and nonverbal communication to convince players, coaches, spectators, and co-officials of the accuracy of their calls).
3. Encourage officials to study the best in their field and then develop their own unique style and mannerisms.
4. Allow for a positive and consistent sequence of upward mobility for young or new officials.
5. Provide for evaluation of officials on the basis of their performance.
6. Provide for assignment of game officials on an equitable basis.

Ethical Responsibilities of Athletic Program Personnel

Districts that do not have a code of ethics for athletic program personnel should develop such a code to help ensure a high level of performance for all personnel connected with the school athletic program. Included in the code of ethics should be statements concerning moral character, behavior, leadership, integrity, respect, proper relationships, health service responsibilities, safety hazards, health habits, and the establishment of sound training techniques. Specifically, the code should call upon personnel to do the following:

1. Emphasize the proper ideals of sportsmanship, ethical conduct, and fair play.
2. Eliminate those practices that are not in accordance with the best values of the game.
3. Stress the values to be derived from playing the game fairly. Stress leadership, initiative, and good judgment.
4. Encourage courtesy to visiting teams and officials.
5. Strive to establish a good relationship between visitors and hosts.
6. Stimulate respect for the integrity and judgment of officials.
7. Emphasize the purpose of athletics as being the promotion of the physical, mental, moral, social, and emotional well-being of the individual players.
8. Prevent outside influences from exerting undue pressure upon the athletic program.
9. Promote good relationships with civic organizations and the media, and acquaint them with their responsibilities to promote good sportsmanship.

6
Safety in School Athletic Programs

Safety in sports is the concern of many people—administrators, coaches, parents, students, physicians, elected officials, and others. Modern-day sports are fast-moving and complex. Most high school participants' bodies are still growing and developing; therefore, it is important that all aspects of school athletic programs be conducted as safely as possible. Toward that end, governing boards should adopt comprehensive policies concerning the conduct of athletic programs, and school administrators should develop procedures for the implementation of those policies.

This chapter contains safety guidelines in the areas of supervision of activities, equipment, supplies and facilities, instruction, care and prevention of injuries, environmental conditions, and the evaluation of safety measures.

Supervision of Activities

In the area of supervision, districts and schools should attempt to adhere to the following:

1. All practice sessions should be supervised.
2. An adequate number of coaches and support personnel should be assigned to all activities.
3. To the degree possible contests involving physical contact sports should be scheduled on the basis of equitable competition with regard to the physical size and skill of the participants and the size of the schools.

Equipment, Supplies, and Facilities

Safety with regard to equipment, supplies, and facilities involves the following:

1. All equipment, supplies, and facilities should be inspected periodically. Duties should be defined and clearly delegated to a specific person or department. Accurate records should be kept. If possible, defective equipment or facilities should be repaired immediately, and activities involving them should be suspended until repairs have been made or replacements have been provided. Special attention should be given to ropes, ladders, lockers, and bleachers.
2. Safety rules should be adopted regulating the use of swimming pools, lockers, shower and training rooms, springboards, beat boards, gymnastics equipment, jumping pits, and other potentially hazardous equipment or facilities.
3. Safety should be the primary consideration of architects and school staffs designing new facilities or modifying existing facilities.
4. All athletic facilities should be regularly maintained to help ensure the health and safety of the participants. Special attention should be given to cleaning the mats used daily in gymnastics and wrestling. All jumping pits and runways used in track and field should be in good condition.
5. Personal equipment used in all sports should meet safety standards and should fit properly.
6. Athletic contests should be conducted safely, with particular attention given to the regulation of vehicular and spectator traffic; the control of sidelines at football, soccer, base-

ball, and other potentially hazardous contests; the protection of spectators by means of a crowd control plan and supervision of spectator areas; an emergency care plan for ill or injured spectators; and efficient supervision of hazardous activities (for example, shot put and discus throw) by the most qualified official available.

7. Transportation of teams should be conducted in accordance with the provisions of the Education Code and California Vehicle Code.

Instruction of Personnel

Those who conduct school athletic programs should have knowledge in a number of related areas. In many cases they should share this knowledge with participants and parents:

1. All individuals employed to conduct athletic programs should be knowledgeable about safety practices and standards.
2. Governing boards or administrators should provide for inservice training on tort liability; first aid, including cardiopulmonary resuscitation (CPR); and care of athletic injuries.
3. Coaches and sponsors should conduct for all participants and parents instructional programs on the inherent dangers in every sport.
4. Coaches and sponsors should assign participants to activities that are commensurate with the physical condition, size, and skill of the participants.
5. Coaches and sponsors should instruct all participants in the rules of the particular sport.
6. Special training should be provided in activities in which potentially hazardous equipment is used (such as gymnastics and springboard diving) and in the high-risk sports (football, wrestling, and other contact sports).

Care and Prevention of Injuries

With respect to the care and prevention of injuries, the following guidelines are recommended:

1. Athletes should undergo a comprehensive preparticipation medical examination.
2. Potential participants should take part in a preseason conditioning program and in a conditioning program during the season.
3. Where possible, a qualified athletic trainer(s) should assist in the conduct of an adequate injury care and prevention program.
4. Qualified personnel should be assigned to each athletic contest to render emergency medical care.
5. Prompt and appropriate care should be given to all injured athletes. They should not be permitted to return to practice or contests until they have been examined by a person qualified to render medical care.
6. All athletes should be covered by insurance as provided in the Education Code and California Interscholastic Federation regulations.
7. First-aid and training room equipment and supplies should be available for all participants, under proper supervision. Emergency care procedures for coaches, trainers, and others should be adopted. Such procedures should provide for prior permission from parents or guardians to take their child to a hospital, authorized physician, clinic, and so forth in the event of injury; notification of parents or guardians when their child has been injured; knowledge of emergency phone numbers and location of the nearest phone when practices or contests are conducted away from school; awareness on the part of coaches and sponsors of athletes' individual medical problems; and the availability of all pertinent information at practices and contests. Confidentiality must be maintained.
8. Administrators should review with all coaches the need to develop adequate physical conditioning programs, proper playing techniques, awareness of unsafe practices in coaching, and a knowledge of the rules governing each sport.
9. Medications should be administered only under the direct supervision of a physician.

Environmental Conditions Affecting Practices and Contests

Policies and procedures should be developed concerning the conduct of practices and contests in unfavorable environmental conditions, such as extreme heat, smog, extreme wind, heavy rain, lightning, snow, or extreme humidity.

Evaluation of Safety Measures

In evaluating a school athletic program in terms of safety, those responsible for the evaluation should pose these questions: Is the program conducted under policies, regulations, and procedures based on *State Guidelines for School Athletic Programs?* Do safety regulations cover supervision, supplies, equipment and facilities, instruction, care and prevention of injuries, and environmental conditions?

7

Communication with Students, Parents, and the Community

School districts should be concerned about athletic information reaching all segments of the school community, including students, parents, other community members, and staff members. Procedures should be established to encourage the community to provide input. Athletic advisory committees may be established with members from student organizations, parent groups, and the staff.

The guidelines provided in this chapter pertain to the purposes of the communication system, methods of communicating information effectively, and questions to be addressed in evaluating communication efforts.

The Importance of Communications

The communication of information about the school athletic program can serve a number of purposes. For example, communication efforts can serve to:

1. Inform the public about the manner in which efficient, well-conducted athletic activities are provided.
2. Ensure that the school population is aware of available programs and is involved in and supportive of athletic activities.
3. Provide positive publicity to the community concerning all phases of the school athletic program.
4. Encourage community support.

Communication Methods

Methods of communicating information about school athletic programs include individual verbal communication, meetings, written communication developed by school personnel, and use of the media.

Verbal Communication

Verbal communication is generally considered the most direct and effective method of getting information to others. The major advantage of such communication is that it provides for a two-way exchange of timely information, which allows the opportunity for immediate clarification. Verbal communication may also be one-way where the purpose is merely to give or receive information. School officials should establish an ongoing process of verbal communications about the school athletic program. A staff person should be designated as the school representative responsible for providing necessary verbal communications.

Meetings

Meetings can serve many purposes and can take a variety of formats. The following are some examples:

1. Planning meetings for all personnel responsible for organizing, conducting, and supervising the athletic programs (Such meetings should include the principal, administrator in charge of athletics, athletic director(s), director of activities, coaches and sponsors, nurse, physician, athletic trainer, student representative, and other administrative personnel with specific athletic program responsibilities.)
2. Preseason and postseason meetings of all coaches of a specific sport within a league or

section for the purpose of discussing rule changes, evaluating the overall program, and clarifying other matters of common concern
3. Precontest meetings of appropriate personnel regarding possible problem areas, such as parking, dressing facilities, seating, and crowd control (A checklist for contest management should be used in these meetings [see Appendix A].)
4. Meetings with athletes and their parents to stress the values of participating in sports, the goals of the program, and safety concerns and to provide the opportunity for parents and students to discuss the program with coaches, sponsors, and administrators
5. Meetings with the student council to interpret, clarify, and publicize the three-phase sports program (The student council should include a student sports representative.)
6. Meetings with community support groups to supply information, contribute to their activities, and give recognition to their efforts
7. Professional improvement meetings

Written Communication

Written communication, which is generally one-way communication, can be either formal or informal. Formal documents issued by a school district or other governing body are generally those to be used for reference during a season, a semester, or other span of time. Informal communications are those used to remind or inform groups of such things as an upcoming event or a change in schedule.

Schools should develop guidelines for the organization, conduct, and supervision of all the phases of the athletic program; and all policies and procedures that apply directly to the participants should be disseminated in writing to them and their parents. Such guidelines should cover rules and regulations for the conduct of specific sports; governance within the district and school; awards; officials; forms pertaining to eligibility, insurance, and health exams; support groups, drill teams, spirit groups, the band, and so forth; travel procedures; code of ethics; grievance procedures; and any other information specific to the school.

Use of the Media

Use of the media to publicize an upcoming athletic event, report results of athletic contests, preserve information for the future, and define programs is an important part of the communication effort. Appropriate media include local and school newspapers, television, radio, posters, and yearbooks. To use available media effectively, athletic program personnel should:

1. Establish and maintain relationships with sportswriters and radio and television personnel, be aware of available public service time, promote regular articles in school or public newspapers, and involve student reporters in these activities.
2. Provide accurate and timely information for all media; and become acquainted with media requirements for deadlines, format, length, photographs, and so on.
3. Invite local media representatives to hear reports on programs.
4. Provide information about careers related to athletics; for example, training, officiating, commentating, field preparation, and sales.

Evaluation of Communication Effectiveness

The questions to be addressed in evaluating the effectiveness of the communication system include the following:

1. Have the channels of communication between all sports activity personnel and the community been established and reviewed?
2. Have complete current data for each program phase been disseminated?
3. Are the students well informed about opportunities for participation in the various phases of the athletic program?
4. Is the community well informed about the three phases of the sports program?
5. Have the necessary administrative meetings for the athletic programs been planned?
6. Have preseason and postseason meetings for specific sports been planned?
7. Did precontest meetings facilitate a positive sports experience? Were problems resolved?
8. Have the local media and their representatives been identified?
9. Is the athletic staff familiar with appropriate procedures for preparing articles for publication or for presenting ideas for possible articles?

8
Governance of School Athletic Programs

This chapter contains a discussion of the responsibilities of the various governing bodies that have authority over school athletic programs; governance policies and procedures for input; legal responsibilities; governance problems; and evaluation criteria.

Levels of Governance

In California the authority for the governance of school athletic programs is vested in three bodies: (1) the State Department of Education; (2) school districts; and (3) the California Interscholastic Federation.

Authority of the State Department of Education

Education Code Section 33352 gives to the State Department of Education general control over all athletic activities of the public schools. To help meet this responsibility in interscholastic athletics, the Department organized the California Interscholastic Federation in March, 1914. Since that time the CIF, working in cooperation with the Department and local educational agencies, has established the governance procedures for the interscholastic athletic program.

Authority of School Districts

Concerns of school administrators in governing athletic programs include program personnel and other resources, safety, communications, and evaluation. The three phases of the school athletic program have different governance needs. Interscholastic athletic programs are governed at the state, district, and local levels; and intramural and sports club activities are governed at the district and local levels. Suggested flowcharts for the governance of the three types of programs are presented in figures 8-1 and 8-2.

Schools may establish specific requirements for their various intramural and club activities; for example, ski club members may be required to provide their own skis. All clubs and intramural sports groups should have written bylaws or policies in which their specific activities are defined in terms of purposes; goals; form of membership; amount of dues, if any; types of events or schedules for the year; officers and their duties; and duties of members. Each group should ensure

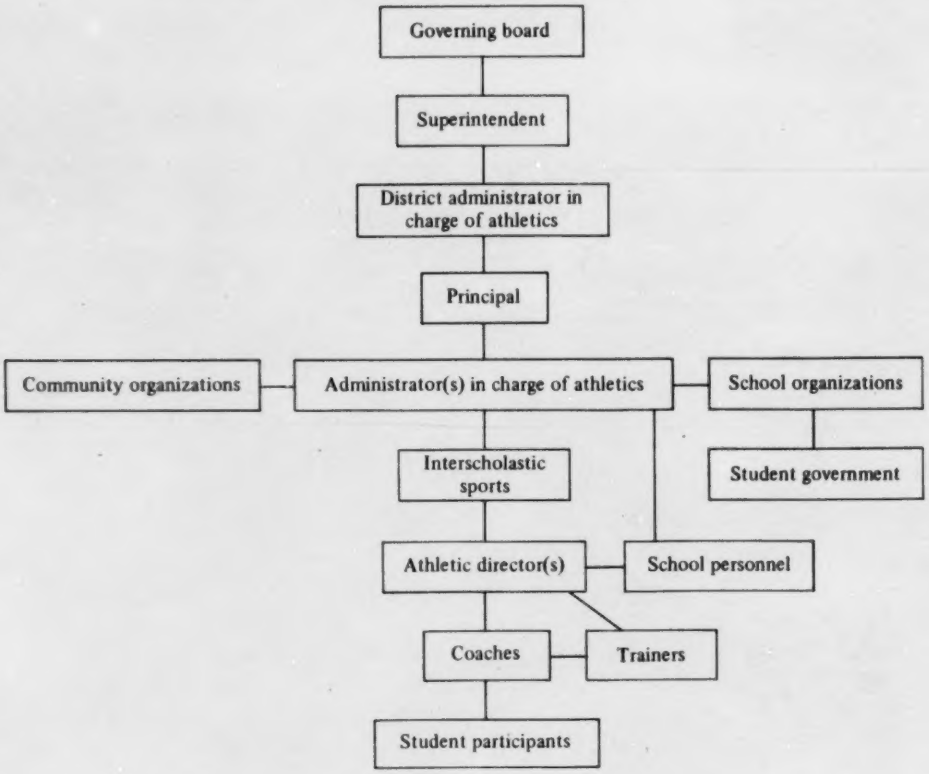

Fig. 8-1. Suggested flowchart for the governance of interscholastic athletic programs

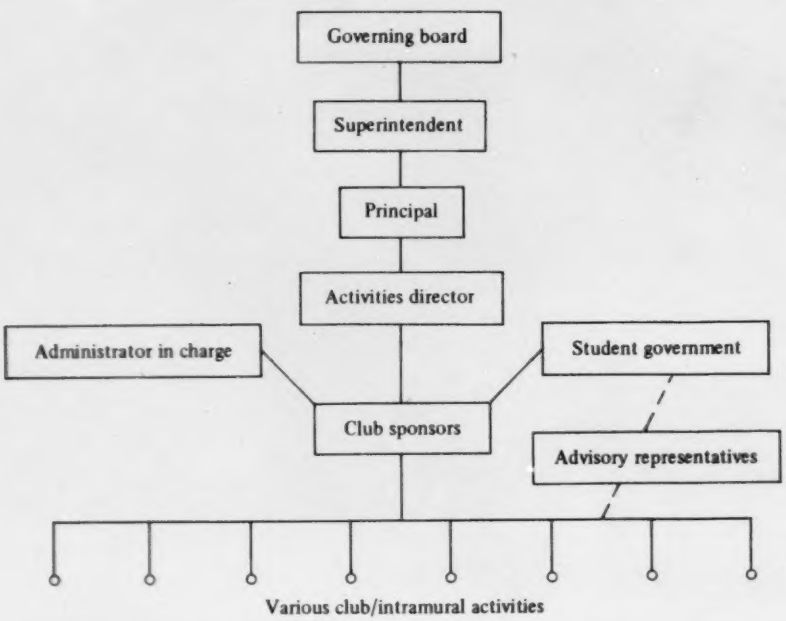

Fig. 8-2. Suggested flowchart for the governance of intramural and sports club programs

that copies of such documents are on file with the activities director and the student government.

Sports clubs and intramural groups should have the opportunity of providing input to the student government. Schools may wish to establish a school/community board to assist with these two programs.

Authority of the California Interscholastic Federation

The California Interscholastic Federation was established by the State Department of Education as the body to regulate and supervise interscholastic athletics. A representative from the Department serves as a voting member of the CIF Federated Council.

Basically, the California Interscholastic Federation is concerned with interscholastic athletic competition for students in grades nine through twelve in accordance with sound educational principles. In joining the CIF, a school agrees to abide by the constitution and bylaws developed by the member schools. Membership is open to all California public, private, and parochial schools. No comparable association exists with respect to interscholastic competition in grades seven and eight.

The governance levels of the CIF are shown in Figure 8-3. Voting members at each level are determined in accordance with the bylaws at each level. The bylaws at each level may be more stringent than those at the level above. For example, a league's student eligibility rules may be more stringent than those established by its section. The majority of voting members at each level are school administrators. Avenues should be open within the school structure for students, parents, school personnel, and community organizations to provide input concerning governance to ensure sound, enlightened decisions about the athletic program.

The California Interscholastic Federation governs its member schools, leagues, and sections through its constitution and bylaws. Additions to and changes in the constitution and bylaws must be approved by the CIF Federated Council, which consists of one voting representative from each CIF section, the State Department of Education, the Girls Sports Advisory Committee, and the California Coaches Association. In addition, advisory roles are performed by the Girls Sports Advisory Committee, CIF Section Commissioners Committee, State CIF Administrative Committee, and special purpose committees as needed. The CIF establishes minimum standards by which all member schools, leagues, and sections agree to abide.

Currently, the California Interscholastic Federation is divided into ten sections, which have been organized by the CIF Federated Council to meet the needs of students in the areas served. The structure of each section is different. Generally, however, each is composed of leagues, and each league elects a representative to the section governing body. Additional groups represented on the governing body may include district superintendents, athletic directors, and community members. Each section determines the sports for which section play-offs will be held and the system to be used in conducting the play-offs.

Each section provides opportunities for interscholastic athletic competition to its member schools through the formation of leagues. A section may assist the leagues and member schools by coordinating programs; establishing seasons of sport; assigning officials; providing copies of official game rules; settling disputes between member schools; providing copies of the section constitution and bylaws; and providing communications concerning safety, public relations, programs, and program personnel.

Leagues, too, vary in their composition and structure to meet the needs of their member schools. Generally, each league's governing body consists of the principals of its member schools or their designated representatives. The constitution and bylaws of each league must be consistent with the rules and regulations established at the CIF section and state levels and may include rules on matters of concern to league schools.

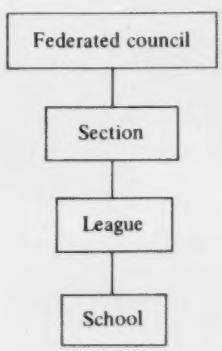

Fig. 8-3. Flowchart of the governance levels of the California Interscholastic Federation

Procedures for Providing Input Regarding Governance Policies

Recommended input procedures are the focus of this section.

Input at the School Level

Students should be notified of eligibility rules through established procedures, and a signed written record that the student and her or his parent or guardian have read these rules should be on file at the school. Schools should establish contact persons for questions and concerns regarding athletic program rules and regulations. Coaches' meetings should be scheduled on a regular basis to discuss rules and written resource materials. Yearly surveys of students' sports interests should be conducted to help ensure that offerings meet students' needs and interests.

Input at the League, Section, and State Levels

Procedures for public input at league-, section-, and state-level meetings should be established and included in the bylaws at each level. It is desirable that such meetings be attended by representatives (voting or nonvoting) of each school-approved sport, professional education organizations, and concerned nonschool organizations. Consideration should be given to student representation at all levels of governance. Special attention should be given to ensuring equal representation of both sexes.

Legal Responsibilities

The State Department of Education gives continuing attention to public school athletics. Department personnel deal with such matters as legal implications; resource materials; legislation; workshops and clinics; facility planning; research; athletic injury protection; investigation of violations; and advice to school officials, school boards, coaches, and parents.

The Department's Legal Office renders considerable service to Department personnel responsible for athletic matters. Obtaining opinions from the State Attorney General's office on a variety of items related to athletics is just one of the services offered by the legal staff.

A system of due process is available to students, parents, and school officials to appeal California Interscholastic Federation sanctions regarding eligibility or violations. The due process system "proceeds" from school to league to CIF section to the CIF Federated Council. At any of these levels, the appeal may be honored and the original decision overturned.

The county counsel of each county is the legal representative who generally defends schools in court and gives legal advice. Questions regarding school liability should be referred to the county counsel.

Each school should establish a student grievance procedure for dealing with appropriate problems in interscholastic, intramural, or sports club programs.

Governance Problems

Governance problems fall into two major categories: student problems and school personnel problems.

Student Problems

The main problems that students face in interscholastic athletic competition involve their awareness and understanding of eligibility requirements, especially regarding scholastic eligibility and residence or transfer rules established by the schools, leagues, sections, and CIF Federated Council. Other frequent concerns involve participation in nonschool-sponsored competition and all-star squad competition. Incorrect information and records can be a problem at any level of competition.

Possible ways to solve student problems include student "rap" sessions at the league level; the posting of current eligibility rules and regulations in a conspicuous place; parent orientation sessions; discussions of pertinent regulations at team orientation meetings; and the involvement of student representatives on governance and advisory bodies at the CIF league, section, and state levels.

School Personnel Problems

School personnel problems may include lack of qualified personnel to coach or supervise the sports program, problems in recruiting student athletes, team practice violations, violations of the spirit and intent of the rules, unfamiliarity with current operating and game rules, problems in line/staff communication of governance information, noncompliance with Title IX of the Education Amendments of 1972, and lack of understanding of the district's Title IX grievance procedures.

Some possible solutions to school personnel problems include regular meetings of administrators, coaches, and sports supervisors; the provision of copies of pertinent information to those involved;

and inservice training sessions or release time for personnel to attend coaching/training clinics.

Evaluation of Governance

The following questions are designed for use in evaluating the effectiveness of the governance of school athletic programs:

1. Are all school district personnel involved in the athletic program thoroughly familiar with established state, section, league, or district rules and policies affecting athletics?
2. Do all persons involved in or responsible for the athletic program have an opportunity to provide input about the governance process?
3. Are clubs and intramural sports required to have current approved bylaws and policies, and are these available to all participants?
4. Does the school athletic program include sports opportunities other than those of the interscholastic program?
5. Have effective procedures been established to ensure that students and parents are aware of the rules and regulations governing students' participation?

Appendix A
Athletic Director's Checklist

Precontest Responsibilities for Home Contests

1. Contracts
   - ☐ Ensure that necessary contracts are prepared.
2. Game facilities
   - ☐ Prepare and mark facilities.
   - ☐ Ensure that facilities are free of hazardous conditions.
3. Medical care
   - ☐ Ensure that a physician or paramedics are present or on call.
   - ☐ Ensure that ambulance service is available.
   - ☐ Ensure that the training room is open and staffed.
   - ☐ Ensure that physical examination and parental consent forms are on file or available.
4. Publicity
   - ☐ Provide for announcements of upcoming contests to the school and community.
   - ☐ Provide necessary publicity to the media.
5. Services for visiting teams
   - ☐ Provide for team rooms.
   - ☐ Provide for towels.
6. Contest management
   - ☐ Provide for tickets.
   - ☐ Provide for programs.
   - ☐ Provide for concessions.
   - ☐ Provide for ushers.
   - ☐ Provide for police or security personnel for crowd control.
   - ☐ Provide for maintenance of parking areas.
   - ☐ Provide for pressbox preparation and management.
   - ☐ Provide for scoreboard operation.
   - ☐ Provide for operation of the public address system.
   - ☐ Provide for restroom facilities.
7. Game officials
   - ☐ Provide for dressing rooms.
   - ☐ Provide for towels.
   - ☐ Have contest equipment ready.
   - ☐ Provide for timers, scorers, and other necessary personnel.
   - ☐ Have paychecks prepared.

Responsibilities During Home Contests

1. Facilities
   - ☐ Provide for additional checks to ensure that no hazardous conditions are present.
   - ☐ Ensure that dressing rooms are secure.
   - ☐ Ensure that supervisory personnel are on duty in the bleachers.
   - ☐ Ensure that the pressbox is properly supervised.
   - ☐ Ensure that the contest site is properly supervised.

2. Halftime/intermission security
   - ☐ Ensure that security personnel are present and alert during halftime/intermission.

Responsibilities for Out-of-Town Contests

1. Facilities and equipment
   - ☐ Provide for security for all equipment used in the contest.
2. Medical care
   - ☐ Make sure that injured participants receive proper care.
3. Receipts and expenditures
   - ☐ Check receipts and expenditures.
4. Miscellaneous problems
   - ☐ Check with the head coach to determine whether any other problems must be dealt with.

Postcontest Responsibilities for Home Contests

1. Transportation
   - ☐ Determine departure time.
   - ☐ Arrange for transportation.
   - ☐ Secure team list(s).
   - ☐ Arrange for meals.
   - ☐ Arrange for housing.
2. Travel policies
   - ☐ Ensure compliance with policies regarding such items as dress, departure, supervision by certificated personnel, and participants' returning with parents or others.
3. Activity groups
   - ☐ Provide for transportation for rooters, spirit groups, the band, and so forth.
   - ☐ Provide for supervision by responsible adults during travel.
4. Contest information
   - ☐ Make available to coaches and participants information about times, locations, and dressing facilities.

Appendix B
Questionnaire on School Athletics

The following questions on school athletic programs are designed to (1) facilitate the study of issues and problems related to school athletics; (2) aid in the evaluation of school athletic programs; and (3) foster improvement of such programs by school personnel and patrons.

Purposes of School Athletics

1. Does the school have clearly defined goals for its athletic program?
2. Do staff members besides coaches and teachers of physical education have a part in formulating the purposes of athletics in the school?
3. Do lay citizens have the opportunity to express themselves with respect to the purposes of athletics in the school?
4. Are athletics recognized by the school as an integral part of the total educational program?
5. Are athletic activities in harmony with the objectives of the total educational program?
6. Does the school's athletic program encourage participation in satisfying play by *all* students?
7. Does the school in its athletic program seek to contribute to the development of wholesome personalities?
8. Does the school conduct athletics in ways intended to help participants develop health and physical fitness?
9. Does the school seek to conduct athletics in such a way that participants develop lasting play habits, skills, and attitudes?
10. Does the school encourage athletic activities that aid in the development of desirable social growth and adjustment?
11. Does the school conduct athletics in such a way as to avoid excessive emotional strains and tensions on both players and spectators?
12. Does the school take steps to prevent athletic practices that might be detrimental to the welfare of pupils as individuals?

Health and Welfare of Athletic Participants

13. In the determination of school policies and procedures for athletics, are the health and welfare of participants considered paramount?
14. Does the school provide adequate protective equipment and other health safeguards for all participants in athletic contests?
15. Are all games and practice sessions conducted in facilities that are clean and safe?
16. Are adequate training and conditioning required for all types of athletic competition?
17. Have all procedures and practices related to physical conditioning, training, and health been approved by a physician?
18. Is a thorough health examination required of all participants in interscholastic sports before they take part in vigorous athletic competition?

Note: Reprinted, with changes, from *School Athletics: Problems and Policies* (Washington: National Education Association of the United States, 1954), pp. 89–97, by permission of the publisher.

19. Is a postseason health examination required of athletes?
20. Is emergency medical service available during all practice periods, intramural games, and interscholastic contests held under school auspices?
21. Are participants who have been injured or ill allowed to resume participation only with the written approval of a physician?
22. Does the school have a written and well-publicized policy regarding the legal and financial responsibilities for injuries incurred in athletics?
23. Does the school have adequate insurance coverage in the event of catastrophic injuries incurred in school athletics?
24. Does the school seek to prevent injury to the personality development of star athletes from overattention and ego-inflation?

Organization and Administration of School Athletics

25. Are all athletic activities in the school recognized as the responsibility of the school and under its control?
26. Are all athletics in the school administered as part of the school's total program of physical education?
27. If the school is a high school, is it a member of the California Interscholastic Federation?
28. Does the school accept the aid of the State Department of Education in establishing and maintaining high standards in the conduct of school athletics?

Facilities for School Athletics

29. Does the district governing board provide for adequate facilities in athletics for *all* students?
30. Are physical education facilities in the school available to all phases of the program, including required activity classes and intramurals?
31. Do girls share equally with boys in the use of the school's athletic facilities?
32. Does the school provide a standard field, court, or play space for the team game and individual sport that are most popular in the local area?

Athletic Program Personnel

33. Are all head coaches in the school competently trained and certified as teachers?
34. Do all head coaches have professional training in physical education equivalent to at least a minor in that field?
35. Do the athletic coaches consistently set good examples in the matter of sportsmanship and personal conduct?
36. Do athletic coaches use their influence with students to help them with personal problems?
37. Are those members of the school staff whose chief work is coaching athletics generally regarded by other faculty members as fellow teachers of comparable professional status?
38. Does the school provide sufficient personnel for the proper instruction and supervision of all participants in the required activity classes, in corecreational (coeducational) activities, in intramural sports, and in interscholastic athletics?
39. Do school authorities seek to maintain at all times a balance in the amount of staff time and instruction given to all phases of physical education, including required activity classes, corecreational activities, intramural sports, and interscholastic athletics?

Intramural Programs

40. Does every student in the school have an opportunity to participate in a variety of intramural sports?
41. Is the intramural sports program conducted as an integral part of the total program of physical education and not as a "feeder" system for interscholastic athletics?
42. Does the intramural sports program serve as a "laboratory" where students can apply the things they are taught in physical education classes?
43. Do most of the students in the school find the intramural program sufficiently interesting, diverse, and convenient that they voluntarily participate in it?
44. Does the school provide opportunities for corecreational activities through intramural sports?
45. Does the intramural athletic program have good equipment and facilities rather than handed-down equipment, worn-out balls, unmarked fields, and poorly organized game situations?
46. Does the elementary school program provide for recognition that children need to engage in vigorous muscular activities as a part of the growing process?
47. Do the practices of the school reflect the policy that interscholastic athletics are not desirable in elementary schools?
48. Are sports adapted to the needs of children of elementary school age by modification of such things as the rules, the size of courts and fields, and the size or weight of equipment?
49. If the school is an elementary school, are athletic activities planned cooperatively by teachers, pupils, and parents?
50. Are children of elementary school age given opportunities to develop responsibility through the athletic program by participating in the planning, by organizing groups, by holding office, and by helping with equipment?
51. Do the school authorities discourage and seek to prevent outside interests from forcing undesirable patterns of athletic competition upon children?

Junior High School Policies and Programs

52. Is the athletic program for junior high school students suited to the needs of children who are undergoing rapid changes in physical growth?
53. Is the junior high athletic program planned cooperatively by teachers, students, and parents?
54. Does the junior high school provide a broad athletic program for every boy and girl in the school?
55. Does the athletic program in junior high school consist primarily of sports organized and conducted on an intramural basis?
56. Are junior high school students given opportunities to develop responsibility by participating in the planning, by organizing groups, by holding office, and by helping with equipment?
57. If tackle football is a part of the junior high school program, is primary consideration given to the safety of the participants?
58. Does the junior high school refrain from participation in varsity-type interscholastic athletics?
59. Are the leaders of athletic activities in the junior high school competently trained teachers?

Interscholastic Athletics for Boys in High School

60. Are interscholastic athletics conducted primarily to serve the needs of students with superior athletic skills?
61. Are games and practice periods for interscholastic athletics worked into the school schedule with a minimum of interference with the academic program?

62. Are interscholastic games played only with schools that maintain acceptable principles and policies in their conduct of interscholastic athletics?
63. Are interscholastic games played mainly on school or public property?
64. Does the school observe the rules of the California Interscholastic Federation?
65. Is the district governing board adequately informed regarding the interscholastic athletic program?
66. Is the governing board adequately informed regarding the rules and regulations of the California Interscholastic Federation?
67. Are athletes engaged in interscholastic sports held to the same standards of scholarship as other students?
68. Are those who participate in interscholastic athletics required to attend regular classes in physical education (except during the actual period of their interscholastic participation)?
69. Does the school try to decrease solicitation of its athletes by colleges and universities through tryouts and competitive bidding?
70. Does the school make an effort to develop high standards of good sportsmanship on the part of all students?

Athletics for Girls

71. Does the school athletic program for girls provide opportunities for all girls to participate in accordance with their needs, abilities, and interests?
72. Are facilities for girls' athletics provided in accordance with the requirements of the girls' program and not on the basis of causing minimum inconvenience to the boys' program?
73. Is the school athletic program for girls under the direction of a competent leader who is professionally trained in health and physical education?
74. Does the school include in its girls' athletic program such dual, individual, and recreational sports and games as archery, badminton, bowling, croquet, golf, shuffleboard, skiing, swimming, table tennis, and tennis?
75. Does the school include in its girls' athletic program such team sports as basketball, field hockey, softball, soccer, speedball, and volleyball?
76. Does every girl in the school have an opportunity to compete in team games?
77. Is participation of girls in athletics based on an appraisal of the health status of each participant that takes into account quality and extent of participation, type of activity, individual differences, and general organic condition?
78. Are girls properly prepared for and advised about participation in sports that involve rough-and-tumble body contact?
79. Are girls provided opportunities for athletic competition with girls of other schools through such means as play days, sports days, and competitive leagues?
80. Are all school athletic contests for girls conducted in accordance with girls' rules?
81. Is the school's athletic program for girls conducted in accordance with the policies and recommendations of a recognized state or national association of girls' and women's athletics?

Athletic Program Financing

82. Does the governing board control the financing of the athletic program?
83. Is the welfare of participants considered more important than financial gain in determining the athletic policies and practices of the school?
84. Is the size of the budget for athletics in sound proportion to the size of the budget for the rest of the school program?

85. Is balance maintained in the financial support of all phases of the physical education program, including required activity classes, corecreational activities, intramural sports, and interscholastic athletics?
86. Are the salaries of other teachers equitable in comparison with the salaries of coaches?
87. Are all athletic monies, including gate receipts, considered as school funds, with records accurately kept and audited?
88. Is the intramural sports program of the school financed entirely by appropriations from tax funds?
89. Is the school district moving toward financing of the athletic program from other than tax funds?

Community Relations

90. Is the school actively concerned with providing adequate community athletic facilities for children and youth?
91. Does the school staff study the community to determine how to use, improve, and increase available space for wholesome play for the students enrolled in the school?
92. Is the school actively interested in providing community athletic programs for children and youth during vacation periods?
93. Do community organizations look to the school for expert counsel and advice regarding athletic programs?
94. Does the school assume responsibility for informing the community regarding the standards of good sportsmanship that should be observed at all athletic contests?
95. Does the conduct of spectators at interscholastic games reflect favorably on the school?
96. Does the governing board enjoy as much freedom from outside pressures in the selection of a coach as it does in the selection of other teachers?
97. Does the community support the coach of a varsity team that has a losing season?
98. Do local newspapers, radio stations, and television stations support clean athletics and have a high regard for standards of good sportsmanship?
99. Are the schools comparatively free of undesirable activities on the part of outside organizations primarily concerned with winning teams in interscholastic games?

Appendix C

Department of Education Position Statement on the Governance of Interscholastic Athletic Programs

On March 28, 1914, the California Interscholastic Federation was organized through the efforts of 21 dedicated school administrators and teachers. Will C. Wood, Commissioner of Secondary Schools for the California State Department of Education, coordinated the efforts which resulted in the formation of a constitution and bylaws.

Since its inception in 1914, the California Interscholastic Federation has been recognized as the unifying organization which has nurtured and developed the California Interscholastic Athletic Program to the enviable position which it now holds.

The Federation is a statewide body consisting of school personnel representing ten geographical sections. Each section operates under a common constitution and has voting representation in the State Federated Council. The sections are governed by athletic league representatives elected by school administrators who are involved in managing the interscholastic athletic program.

So as to provide liaison and ensure that interscholastic athletics continue to provide major educational benefits to participants, the California Interscholastic Federation Constitution provides that the State Department of Education director of physical education and athletics serve as a voting member in the California Interscholastic Federation State Federated Council.

In order that the boys' and girls' interscholastic program shall continue to flourish, the State Department of Education recognizes and reaffirms that school districts should continue to delegate control, supervision, and regulation of the interscholastic athletic program through its voluntary association, the California Interscholastic Federation.

Dated: July 1, 1973

Thomas M. Griffin, Chief Counsel,
State Department of Education

Wilson Riles, Superintendent of Public
Instruction; and Director of Education

Appendix D
Sample Athlete's Eligibility Card

LOS ANGELES CITY SECTION, CALIFORNIA INTERSCHOLASTIC FEDERATION
Office of Interscholastic Athletics

ATHLETE'S ELIGIBILITY CARD

As a member of a high school team you have many responsibilities. Among them is remaining eligible or reporting your ineligibility immediately should it occur.

Rule 237-1 of Rules and Regulations Governing Interscholastic Athletics states, "If a school plays an ineligible student, knowingly or unknowingly, in any athletic contest involving: Team sports–all contests in which the student participated MUST be forfeited. Individual sports–only the points which the student won MUST be forfeited."

Summarized below are the eligibility rules which you must observe:

206 Only students who are amateurs may participate in athletic contests.

207-1 Students on high school teams become ineligible if they play on "outside" teams, in the same sport, during their high school season of the sport.

207-2 For the purpose of this rule, outside competition is prohibited from the opening contest until the final contest of that sport (league, playoff, or state competition) in which that school is involved, both dates inclusive. The prohibition on playing on outside teams applies to school holidays and vacation periods which occur during the season of the sport.

210 To be eligible for an athletic contest a student must be in attendance at school for at least two class hours on the day of the contest exclusive of the lunch hour and the athletic period.

213-1 A student who is currently enrolled in at least 20 semester periods of work and passed in at least 20 semester periods of work at the completion of the last regular school grading period is scholastically eligible until the completion of the current regular school grading period.

224 The legal residence of a student who represents a high school in athletics must have been in the high school district of that school when registering as an entering student. Any student who registers in a school other than the one in whose district the student legally resides in is ineligible to represent that school in athletics unless attending on a permit which carries athletic privileges or on a Statement of Residence. If a Statement of Residence is on file, a student is ineligible to compete in athletics until 20 weeks of attendance have been completed in the new school.

236 Students who knowingly fail to provide complete and accurate information regarding eligibility to participate in athletics shall be declared ineligible to represent their school in any sport for one year following the date of the discovery of the offense.

604-1 When a bus is furnished to transport athletic teams to contests, only those participants traveling by bus will be eligible to compete. Students assigned to bus travel must return by bus.

I AM ATTENDING HIGH SCHOOL ON: PERMIT [ ] RESIDENCE STATEMENT [ ] REGULAR BASIS [ ]

Signed _____
(Athlete)

Present Address _____ Date _____

Sport Team: Varsity [ ] Bees [ ] Cees [ ]
Junior Varsity [ ] Tenth [ ]

I HAVE READ AND UNDERSTAND THE RULES ABOVE. I HEREBY GRANT PERMISSION FOR MY SON/DAUGHTER TO PARTICIPATE IN INTERSCHOLASTIC ATHLETICS UNDER THESE RULES.

Signed _____
(Parent or Guardian)

(This card is to be filled out each semester in which the athlete participates.)

Appendix E

State and Federal Regulations Pertaining to School Athletic Programs

Regulations pertaining to school athletic programs can be found in the Education Code; California Administrative Code, Title 5, Education; Title IX of the Education Amendments of 1972 (Public Law 92-318); Title VI of the Education of the Handicapped Act (PL 91-230), as amended by the Education for All Handicapped Children Act of 1975 (PL 94-142); and the Rehabilitation Act of 1973 (PL 93-112), as amended by the Rehabilitation Act Amendments of 1974 (PL 93-516). Regulations with which persons involved with school athletic programs should be familiar are provided in the following sections.

Education Code Provisions

The following sections of the Education Code set forth provisions pertaining to school athletic programs:

Equal Opportunity for Both Sexes in Physical Education and Athletics

40. (a) It is the policy of the state that elementary and secondary school and community college classes and courses, including nonacademic and elective classes and courses be conducted, without regard to the sex of the student enrolled in such classes and courses.

(b) No school district or community college district shall prohibit any student from enrolling in any class or course on the basis of the sex of the student, except a class subject to Section 51550.

(c) No school district or community college district shall require students of one sex to enroll in a particular class or course, unless the same class or course is also required of students of the opposite sex.

(d) No school counselor shall, on the basis of the sex of a student, offer vocational or school program guidance to students of one sex which is different from that offered to students of the opposite sex or, in counseling students, differentiate career, vocational or higher education opportunities on the basis of the sex of the student counseled.

(e) Participation in a particular physical education activity or sport, if required of students of one sex, shall be available to students of each sex.

41. (a) The Legislature finds and declares that female students are not accorded opportunities for participation in school-sponsored athletic programs equal to those accorded male students. It is the intent of the Legislature that opportunities for participation in athletics be provided equally to male and female students.

(b) Notwithstanding any other provisions of law, no public funds shall be used in connection with any athletic program conducted under the auspices of a school district or community college governing board or any student organization within the district, which does not provide equal opportunity to both sexes for participation and for use of facilities. Facilities and participation include, but are not limited to, equipment and supplies, scheduling of games and practice time, compensation for coaches, travel arrangements, per diem, locker rooms, and medical services.

(c) Nothing in this section shall be construed to require a school district or community college to require competition between male and female students in school-sponsored athletic programs.

Insurance for Athletic Teams

32220. As used in this chapter:

(a) "Educational institution" means a school district or community college district, a state university or college, the University of California, and Department of Education special schools.

(b) "Governing board" means the governing board of a school district or community college district, the Trustees of the California State University and Colleges, and the Regents of the University of California.

(c) "Member of an athletic team" means member of any extramural athletic team engaged in athletic events on or outside the school grounds, maintained or sponsored by the educational institution or a student body organization thereof. "Member of an athletic team" also includes members of school bands or orchestras, cheerleaders and their assistants, pompon girls, team managers and their assistants, and any student or pupil selected by the school or student body organization to directly assist in the conduct of the athletic event, including activities incidental thereto, but only while such members are being transported by or under the sponsorship or arrangements of the educational institution or a student body organization thereof to or from a school or other place of instruction and the place at which the athletic event is being conducted.

Organized rooting sections, student body members who are spectators, and other spectator students, who are not actually participating in the conduct of the athletic event, are not members of an athletic team. Participants in a playday or field day activity occurring occasionally during a school year, in which students of one or more particular grade levels from two or more schools of a school district or community college district participate in athletic contests, are not members of an athletic team. Nothing in this section shall be construed as prohibiting a governing board from extending the applicability of the provisions of this article to any such persons, should the governing board elect so to do.

(d) "Student body organization" means any student organization under supervision of the educational institution or its officers.

32221. The governing board of any educational institution, except a school district or community college district of any kind or class and Department of Education special schools as defined in Sections 59000, 59100, and 59200, shall provide accidental death insurance in an amount of at least five thousand dollars ($5,000) for each member of an athletic team and shall in addition provide insurance protection for medical and hospital expenses resulting from accidental bodily injuries in an amount of at least five thousand dollars ($5,000) for all such services for each member of an athletic team, through group, blanket or individual policies of accident insurance from authorized insurers, or through a benefit and relief association described in subparagraph (1) of subdivision (c) of Section 10493 of the Insurance Code, for the death or injury to members of athletic teams arising while such members are engaged in or are preparing for an athletic event promoted under the sponsorship or arrangements of the educational institution or a student body organization thereof or while such members are being transported by or under the sponsorship or arrangements of the educational institution or a student body organization thereof to or from school or other place of instruction and the place of the athletic event; provided that the Trustees of the California State University and Colleges and the Regents of the University of California may authorize and require the student body organizations designated pursuant to this section, to be responsible for such medical and hospital expenses in any amount the trustees or the regents may specify, up to two hundred fifty dollars ($250), in which event such insurance protection for the health and accident expenses may include a deductible clause in the same amount.

The governing board of each school district or community college district of any kind or class and the Department of Education special schools as defined in Sections 59000, 59100, and 59200 shall provide accidental death insurance in an amount of at least one thousand five hundred dollars ($1,500) for each member of an athletic team and shall in addition provide insurance protection for medical and hospital expenses resulting from accidental bodily injuries in one of the following amounts:

(a) A group or individual medical plan with accidental benefits of at least two hundred dollars ($200) for each occurrence and major medical coverage of at least ten thousand dollars ($10,000), with no more than one hundred dollars ($100) deductible and no less than eighty percent (80%) payable for each occurrence.

(b) Group or individual medical plans which are certified by the Insurance Commissioner to be equivalent to the required coverage of at least one thousand five hundred dollars ($1,500).

(c) At least one thousand five hundred dollars ($1,500) for all such medical and hospital expenses.

Insurance protection in either of the above amounts shall be provided through group, blanket or individual policies of accident insurance from authorized insurers or through a benefit and relief association described in subparagraph (1) of subdivision (c) of Section 10493 of the Insurance Code, for the death or injury to members of athletic teams arising while such members are engaged in or are preparing for an athletic event promoted under the sponsorship or arrangements of the educational institution or a student body organization thereof or while such members are being transported by or under the sponsorship or arrangements of the school districts or community college districts or a student body organization thereof to or from school or other place of instruction and the place of the athletic event. Minimum medical benefits under any insurance required by this paragraph shall be equivalent to the three dollars and fifty cents ($3.50) conversion factor as applied to the unit values contained in the minimum fee schedule adopted by the Division of Industrial Accidents of the State of California, effective October 1, 1966.

The Trustees of the California State University and Colleges and the Board of Regents of the University of California shall designate such student body organizations as they deem appropriate to bear the entire cost of the insurance under this article, in such proportions as they deem equitable, and shall make appropriate deductions from any such student body organization funds held by such institutions, or otherwise take such measures, as will assure the payment thereof.

The governing boards of the various school districts or community college districts and the Department of Education special schools shall require that each member of an athletic team have insurance protection as prescribed by this section, with the costs of such insurance protection to be paid either out of the funds of the district, the funds of the student body, or by any other persons on behalf of, the individual team members or students covered by such insurance. In the event that the governing board of a school district or community college district should determine that a member of an athletic team or the parents, guardians or other person having charge or control of a member of an athletic team are financially unable to pay the costs of such insurance protection, then the governing board shall require the costs of such protection to be paid either out of funds of the district or funds of the student body.

The insurance required by this article shall be issued by an admitted insurer, or through a benefit and relief association described in subparagraph (1) of subdivision (c) of Section 10493 of the Insurance Code.

The insurance otherwise required by this section shall not be required for any individual team member or student who has such insurance or a reasonable equivalent of health benefits coverage provided for him in any other way or manner, including, but not limited to, purchase by himself, or by his parent or guardian.

32222. Any claim for accidental bodily injuries or accidental death described in this article which is subject to, and for which benefits have been paid under, the provisions of Division 4 (commencing with Section 3200) of the Labor Code is excluded from the required coverage and benefits under this article. Recreation activities under Chapter 10 (commencing with Section 10900) of Part 7 of this division, are excluded from the required coverage and benefits of this article.

32223. The coverage provided under this article shall not exclude additional or broader coverage by an educational institution or its student body organization.

32224. The insurance coverage provided under this article may contain the following provisions:

(1) School administrative authorities shall certify whether an injured student applying for the insurance benefits is a student of the educational institution and is enrolled as a member of an athletic team.

(2) The injured student, or his parents or guardian, shall notify school administrative authorities of his injury not later than 60 days from the date of injury.

(3) Medical or hospital care or treatment must commence within 120 days from the date of injury.

(4) The period of time for which benefits shall be payable is limited to 52 weeks from the date the student received his first medical or hospital care or treatment. Benefits shall be payable only for such treatment as is given within the United States.

(5) Death benefits shall be paid only in the event death is medically determined to be caused by the injury and occurs within 52 weeks of the first medical or hospital care or treatment for such injury.

Role of the Department of Education

33352. The Department of Education shall exercise general supervision over the courses of physical education in elementary and secondary schools of the state; exercise general control over all athletic activities of the public schools; advise school officials, school boards, and teachers in matters of physical education; and investigate the work in physical education in the public schools.

Payment for Athletic Equipment

35272. The governing board of any school district may acquire and pay for educational and athletic equipment, supplies and materials, and other personal property necessary to its operation of the schools, as provided by law.

Responsibility for Cleaning and Maintaining Football Equipment

39614. The governing board of each district maintaining a high school shall provide for the annual cleaning, sterilizing, and necessary repair of football equipment of their respective schools pursuant to Sections 39614 and 39616.

39615. All football equipment actually worn by pupils shall be cleaned and sterilized at least once a year. Football equipment used in spring training shall be cleaned and sterilized before it is used in the succeeding fall term.

39616. Any contract with a dealer or craftsman for the repair of football equipment belonging to the district or the state college shall specifically state or describe the materials to be used by the dealer or craftsman in repairing such equipment.

39617. (a) The Legislature finds and declares that the quality of protective equipment worn by participants in high school interscholastic football is a significant factor in the occurrence of injuries to such participants and that it is therefore necessary to insure minimum standards of quality for the equipment in order to prevent unnecessary injuries to such participants.

(b) No football helmets shall be worn by participants in high school interscholastic football after the commencement of the 1980-81 school year, unless such equipment has been certified for use by the Department of Education. In determining the suitability of equipment for certification the department may accept the certification of the National Operating Committee on Standards for Athletic Equipment or any other recognized certifying agency in the field.

This section shall not be construed as relieving school districts from the duty of maintaining football protective equipment in a safe and serviceable condition.

Regulations Regarding the Employment of Physicians in Connection with School Athletic Programs

44873. The qualifications for a physician employed to serve on a half-time or greater than half-time basis shall be a valid certificate to practice medicine and surgery issued by the State Board of Medical Examiners or Board of Osteopathic Examiners and either a services credential with a specialization in health or a valid credential issued prior to November 23, 1970. The qualifications for a physician employed for less than half time shall be a valid certificate to practice medicine and surgery issued by the State Board of Medical Examiners. Any school district may employ and compensate physicians meeting the foregoing qualifications for the performance of medical services for that district and shall provide liability insurance coverage for the period of his employment.

As used in this section "medical services" includes, but is not limited to, any medical services required to be performed while required to be in attendance at high school athletic contests or meets.

49422. No physician, psychiatrist, oculist, dentist, dental hygienist, optometrist, otologist, podiatrist, audiologist, or nurse not employed in such capacity by the State Department of Public Health, shall be, nor shall any other person be, employed or permitted to supervise the health and physical development of pupils unless he holds a services credential with a specialization

in health or a valid credential issued prior to the operative date of the amendment to this section enacted at the 1970 Regular Session of the Legislature.

Any psychologist employed pursuant to Section 49403, and this article shall hold a school psychologist credential, a general pupil personnel services credential authorizing service as a school psychologist, a standard designated services credential with a specialization in pupil personnel services authorizing service as a psychologist, or services credential issued by the State Board of Education or Commission for Teacher Preparation and Licensing.

The services credential with a specialization in health authorizing service as a school nurse shall not authorize teaching services unless the individual holds a baccalaureate degree, or its equivalent, and has completed a fifth year of preparation.

No physician employed by a district to perform medical services pursuant to Section 44873, shall be required to hold a credential issued by the State Board of Education or commission, provided he meets the requirements of Section 44873.

Employment of Persons on a Temporary Basis

44919. (a) Governing boards of school districts shall classify as temporary employees those persons requiring certification qualifications, other than substitute employees, who are employed to serve from day to day during the first three school months of any school term to teach temporary classes not to exist after the first three school months of any school term or to perform any other duties which do not last longer than the first three school months of any school term, or to teach in special day and evening classes for adults or in schools of migratory population for not more than four school months of any school term. If the classes or duties continue beyond the first three school months of any school term or four school months for special day and evening classes for adults, or schools for migratory population, the certificated employee, unless a permanent employee, shall be classified as a probationary employee. The school year may be divided into not more than two school terms for the purposes of this section.

(b) Governing boards shall classify as temporary employees persons, other than substitute employees, who are employed to serve in a limited assignment supervising athletic activities of pupils; provided, such assignment shall first be made available to teachers presently employed by the district. Service pursuant to this subdivision shall not be included in computing the service required as a prerequisite to attainment of, or eligibility to, classification as a permanent employee of a school district.

(c) In any district, the governing board may, to prevent the stoppage of school district business when an actual emergency arises and persons are not immediately available for probationary classification, make an appointment to a position on a temporary basis for a period not to exceed 20 working days. The person so appointed shall be deemed to be a temporary employee who is employed to serve from day to day. Service by a person in such an appointment on a temporary basis shall not be included in computing the service required as a prerequisite to attainment of, or eligibility to, classification as a permanent employee of a school district.

Regulations Pertaining to Compensation for Athletic Program Personnel

45023.5 The governing board of each elementary, high, and unified school district shall provide equal salaries to all certificated employees for work performed beyond the instructional day. Such compensation, whether paid on an hourly or monthly basis, or on a flat rate basis or otherwise, shall be paid equally to employees based on the concept of like pay for comparable hours and responsibilities. Under no condition shall certificated employees who are working comparable hours and responsibilities beyond the instructional day be paid differently based on the employee's sex. Nothing in this section shall be construed as prohibiting a school district from establishing a salary schedule based on experience for persons who are employed for afterschool work.

Work performed beyond the instructional day includes, but is not limited to, all activities, whether athletic or academic, performed by the employee which are not part of the normal instructional day duties.

Use of Instructional Aides

45343. (a) As used in this article, "instructional aide" means a person employed to assist classroom teachers and other certificated personnel in the performance of their duties and in the supervision of pupils and in instructional tasks which, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom teacher.

(b) "Any school district" means a school district or a county superintendent of schools who employs classroom teachers in the public schools.

45344. (a) Subject to the provisions of this article, any school district may employ instructional aides to assist classroom teachers and other certificated personnel in the performance of duties as defined in Section 45343. An instructional aide shall perform only such duties as, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom teacher. These duties shall not include assignment of grades to pupils. An instructional aide need not perform such duties in the physical presence of the teacher but the teacher shall retain his responsibility for the instruction and supervision of the pupils in his charge.

(b) Educational qualifications for instructional aides shall be prescribed by the school district employer and shall be appropriate to the responsibilities to be assigned.

Legislative Intent with Regard to Equal Opportunity for Both Sexes in Interscholastic Athletics

49020. It is the intent of the Legislature that opportunities for participation in interschool athletic programs in public high schools of the state be provided on as equal a basis as is practicable to male and female students. The costs of providing these equal opportunities may vary according to the type of sports contained within the respective male and female athletic programs. Additional sources of revenue should be determined to provide for these equal opportunity programs.

49021. It is the intent of the Legislature that opportunities for participation in athletics be provided on an equitable basis to all students.

It is the further intent of the Legislature that females be given the same opportunity to participate in athletics and compete with other females in individual and team sports as is available to males who compete with other males in individual and team sports.

49022. Insofar as practicable, in apportioning public funds school district governing boards shall apportion amounts available for athletics to ensure that equitable amounts will be allocated for all students, except that allowances may be made for differences in the costs of various athletic programs.

49023. Notwithstanding any other provision of law, no public funds shall be used in connection with athletic programs conducted under the auspices of a school district governing board or any student organization within the district, which do not provide facilities and opportunities for participation by both sexes on an equitable basis. Facilities and opportunities for participation include, but are not limited to, equipment and supplies, scheduling of games and practice time, compensation for coaches, travel arrangements, per diem, locker rooms, and medical services.

District Medical Services and Insurance

49470. The governing board of any school district or districts may provide, or make available, medical or hospital service, or both, through nonprofit membership corporations defraying the cost of medical service or hospital service, or both, or through group, blanket or individual policies of accident insurance from authorized insurer, for pupils of the district or districts injured while participating in athletic activities under the jurisdiction of, or sponsored or controlled by, the district or districts or the authorities of any school of the district or districts. The cost of the insurance or membership may be paid, from the funds of the district or districts, or by the insured pupil, his parent or guardian.

The insurance may be purchased from, or the membership may be taken in, only such companies or corporations as are authorized to do business in this state.

49471. If the governing board of any school district maintaining junior high schools or high schools does not provide or make available medical and hospital services for pupils of the district injured while participating in athletic activities, in accordance with Section 49470, the board shall notify, in writing, the parent or guardian of each pupil of the district participating in such athletic activities that the services are not provided or made available by the governing board.

49472. The governing board of any school district or districts which does not employ at least five physicians as full-time supervisors of health, or the equivalent thereof, may provide, or make available, medical or hospital service, or both, through nonprofit membership corporations defraying the cost of medical service or hospital service, or both, or through group, blanket or individual policies of accident insurance or through policies of liability insurance from authorized insurers, for injuries to pupils of the district or districts arising out of accidents occurring while in or on buildings and other premises of the district or districts during the time such pupils are required to be therein or thereon by reason of their attendance upon a regular day school of such district or districts or while being transported by the district or districts to and from school or other place of instruction, or while at any other place as an incident to school-sponsored activities and while being transported to, from and between such places. No pupil shall be compelled to accept such service without his consent, or if a minor without the consent of his parent or guardian. The cost of the insurance or membership may be paid, from the funds of the district or districts, or by the insured pupil, his parent or guardian.

Such insurance may be purchased from, or such membership may be taken in, only such companies or corporations as are authorized to do business in California.

49473. To facilitate the authority referred to in Sections 49470 and 49472 the governing board of the school district or school districts may authorize the distribution by district personnel of such printed matter as may be furnished by the insurer or membership corporation.

49474. The governing board of any school district or districts may provide, or make available, ambulance service, paid for out of school district funds, for pupils, instructors, spectators, and other individuals in attendance at athletic activities under the jurisdiction of, or sponsored or controlled by, the district or districts or the authorities of any school of the district or districts.

Exemption of Students from Physical Education Classes

51242. The governing board of a school district may exempt any four-year or senior high school pupil from

attending courses of physical education, if the pupil is engaged in a regular school-sponsored interscholastic athletic program carried on wholly or partially after regular school hours.

California Administrative Code, Title 5, Provisions

Section 5531 of the California Administrative Code, Title 5, Education, reads as follows:

> **5531. Supervision of Extracurricular Activities of Pupils.** All athletic and social activities of pupils, wherever held, if conducted under the name or auspices of a public school or of any class or organization thereof, shall be under the direct supervision of certificated employees of a district or an office of a county superintendent of schools.

Title IX Provisions

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in educational programs that are funded with federal monies. Specifically, Section 901(a) reads in part as follows:

> No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. . . .

Provisions of the Education of the Handicapped Act

Public Law 94-142, "Education for All Handicapped Children Act of 1975," amends Public Law 91-230, Title VI, "Education of the Handicapped Act." Section 601 of the Education of the Handicapped Act is amended to include the following:

> (c) It is the purpose of this Act to assure that all handicapped children have available to them . . . a free appropriate public education which emphasizes special education and related services. . . .

Section 602 of the Education of the Handicapped Act is amended to include the following:

> (16) The term "special education" means specially designed instruction, at no cost to parents or guardians, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions. . . .
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> (17) The term "related services" means transportation, and such developmental, corrective, and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy [and] recreation . . .) . . . as may be required. . . .

Provisions of the Rehabilitation Act of 1973

Regulations for the implementation of the Rehabilitation Act of 1973, as amended by the Rehabilitation Act Amendments of 1974, are contained in Title 45, Code of Federal Regulations, Part 84. Section 84.37, "Nonacademic Services," reads in part as follows:

> (a) *General.* (1) A recipient [of federal financial assistance to provide services under the Rehabilitation Act of 1973, as amended] shall provide nonacademic and extracurricular services and activities in such manner as is necessary to afford handicapped students an equal opportunity for participation in such services and activities.
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> (2) Nonacademic and extracurricular services and activities may include . . . physical recreational athletics. . . .
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> (c) *Physical education and athletics.* (1) In providing physical education courses and athletics and similar programs and activities to any of its students, a recipient . . . may not discriminate on the basis of handicap. A recipient that offers physical education courses or that operates or sponsors interscholastic, club, or intramural athletics shall provide to qualified handicapped students an equal opportunity for participation in these activities.
>
> (2) A recipient may offer to handicapped students physical education and athletic activities that are separate or different from those offered to nonhandicapped students only if separation or differentiation is consistent with the requirements of § 84.34 and only if no qualified handicapped student is denied the opportunity to compete for teams or to participate in courses that are not separate or different.

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